	Universitas Negeri Surabaya Fakultas Teknik Program Studi S1 Pendidikan Teknik Elektro	Kode Dokumen

SEMESTER LEARNING PLAN

Course		KODE	Rumpun MataKuliah	Bobot Kredit			SEMESTER	Tanggal Penyusunan
Pengembangan Bahan Ajar		8320102271	Mata Kuliah Wajib	T=0	P=0	ECTS=0	4	18 Juli 2024
OTORISASI		Pengembang S.P	Program Studi	Koordinator Rumpun matakuliah			Koordinator Program Studi	
		....		....			Dr. Nur Kholis, S.T., M.T.	

Model Pembelajaran	Project Based Learning

Program Learning Outcomes (PLO)	**PLO program Studi yang dibebankan pada matakuliah**	
	PLO-5	Mampu menyelaraskan kurikulum mata-diklat teknik ketenagalistrikkan dan elektronika pada pendidikan kejuruan yang relevan dengan tuntutan perkembangan industri global (Pendidikan).
	PLO-7	Mampu menerapkan riset terapan untuk inovasi metode pembelajaran kejuruan, optimalisasi teknologi proses produksi dan jasa teknik elektro yang relevan dengan industri (Pendidikan).
	Program Objectives (PO)	
	PO - 1	Mahasiswa mampu merancang dan menyusun bahan ajar yang berorientasi pada pengembangan dimensi pengetahuan, keterampilan dan sikap sesuai dengan perkembangan peserta didik berdasarkan aspek Pengetahuan
	PO - 2	Mahasiswa mampu merancang dan menyusun bahan ajar yang berorientasi pada pengembangan dimensi pengetahuan, keterampilan dan sikap sesuai dengan perkembangan peserta didik berdasarkan aspek Keterampilan
	PO - 3	Mahasiswa mampu menunjukan kinerja dalam pengembangan bahan ajar yang memiliki muatan pembelajaran bidang pendidikan teknik elektro
	Matrik PLO-PO	

PO	PLO-5	PLO-7
PO-1	✔	
PO-2	✔	
PO-3		✔

Matrik PO pada Kemampuan akhir tiap tahapan belajar (Sub-PO)

PO	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1	✔															
PO-2																
PO-3																

Deskripsi Singkat Mata Kuliah	Mata kuliah pengembangan bahan ajar merupakan mata kuliah yang dirancang untuk membantu mahasiswa mengembangkan kemampuan dalam mengembangkan bahan ajar. Mata kuliah ini akan memberikan pengetahuan dan ketrampilan tentang berbagai hal yang berkaitan dengan bahan ajar. Hal-hal yang akn dibahas dalam mata kuliah ini diantaranya adalah peran dan jenis bahan ajar, baik bahan cetak, noncetak, maupun bahan ajar display, prosedur pengembangannya, cara pemanfaatannya dalam proses pembelajaran, serta cara-cara mengevaluasinya.

Pustaka	**Utama :**	
	1. Krathwohl, David R. 2002. A Revision of Bloom's Taxonomy: An Overview . Theory into Practice	
	Pendukung :	
	1. Depdiknas. (2006). Pedoman Memilih dan Menyusun Bahan Ajar . Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah. 2. Campbell-Smith, Shandy, dkk. 1994. Penulisan Bahan-Bahan Pelajaran Jakarta: Depdikbud 3. Holden, Christoper, el al. 2015. Mobile Media Learning. Lulu.com; Illustrated edition 4. Mayer, Richard E. 2020. Multimedia learning 3rd edition. Cambridge University Press 5. Smaldino, Sharon E., Debora L. Lowter, James D. Russell. 2011. InstructionalTechnology & media for Learning (Teknologi Pembelajaran dan Media untukBelajar). Jakarta: KencanaPrenada Media Group 6. Musfiqon, HM. 2012. Pengembangan Media & Sumber Pembelajaran.Jakarta: PT. Prestasi Pustakaraya 7. Sadiman, Arief S. (dkk). 2014. Media Pendidikan: PengertianPengembangan, dan Pemanfaatannya. Jakarta: PT RajaGrafindo Persada	
Dosen Pengampu	Muhamad Syariffuddien Zuhrie, S.Pd., M.T. L. Endah Cahya Ningrum, S.Pd., M.Pd.	

Minggu Ke-	Kemampuan akhir tiap tahapan belajar (Sub-PO)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Menyimpulkan kembali orientasi, ruang lingkup, tujuan dan posisi pengembangan bahan ajar						0%
2	Memahami peran bahan ajar dan ragam jenis bahan ajar cetak dan non cetak yang relevan						0%
3	Mahasiswa mampu mengidentifikasi faktorfaktor yang harus dipertimbangkan dalam pengembangan bahan ajar, Mahasiswa mampu menganalisis prosedur yang harus dilalui dalam pengembangan bahan ajar						0%
4	Analyzing the similarities and differences in print-based teaching materials and their uses						0%
5	Analyzing the similarities and differences in non-print based teaching materials and their uses						0%
6	Understanding environmental space and the use of literature reviews in developing teaching materials						0%
7	Understand models and formative evaluation procedures for printed and non-printed teaching materials						0%
8	UTS						0%

No	Description						Percentage
9	Implementing the stages/steps of developing teaching materials systematically (drafting)						0%
10	Implementing the stages/steps of developing teaching materials in a systematic drafting)						0%
11	Implementing stages/steps in developing teaching materials systematically (editing)						0%
12	Implementing stages/steps in developing teaching materials systematically (editing)						0%
13	Implementing stages/steps in developing teaching materials systematically (revising)						0%
14	Implementing stages/steps in developing teaching materials systematically (revising)						0%
15	Summarizing all stages of developing teaching materials (print/non-print)						0%
16	Final Semester Examination (UAS)						0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.